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Report of the
Language Development Committee for
FY 1980 (U)

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REPORT OF THE
LANGUAGE DEVELOPMENT COMMITTEE FOR
FY 1980 ☐

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SUMMARY OF HIGHLIGHTS

During FY 1980, the rate of loss of speaking skills at the minimum professional proficiency level or better stabilized somewhat over previous years with a gain of .3% during FY 1980 compared to a 4.14% loss in FY 1979. ☐

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The number of full-time students enrolled in Language School courses in FY 1980 decreased by 12.6% from that reported in FY 1979. However, there was an increase of 15% over FY 1979 in part-time enrollments for Language School courses. ☐

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In FY 1980, as in previous years, the majority of Language School students in full-time classes were unable to stay in training for the advertised length of the course. ☐

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The total cost of the first year of the LIP was \$1,041,499 which consisted of 927 Use Awards totalling \$896,799, 113 Achievement Awards totalling \$105,250, and 72 Maintenance Awards totalling \$39,450. ☐

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As of 1 October 1980, there were 2,314 Unit Language Requirements (ULRs)* identified by Agency components, an increase of 7% over FY 1979. 67% of these requirements were either fully or partially satisfied in FY 1980 as compared to 59% in FY 1979. ☐

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Nominations to the Language Achievement Program increased by more than 200% in FY 1980 over FY 1979. ☐

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2,546 proficiency tests were administered by the Language School in the Office of Training and Education (LS/TE) during FY 1980, an increase of 28% above the 1,996 given in FY 1979. 22% of these tests were given to prospective career trainees. ☐

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The LS/TE developed a Recorded Oral Proficiency Examination (ROPE) in 16 different languages to test the speaking proficiencies of employees overseas. During FY 1980, 394 ROPE tests were sent to the field. ☐

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*explained on page 9.

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DEFINITION OF SPEAKING LANGUAGE PROFICIENCY LEVELS

Elementary Proficiency (S-1): Able to satisfy routine travel needs and minimum courtesy requirements.

Limited Working Proficiency (S-2): Able to satisfy routine social demands and limited work requirements.

Minimum Professional Proficiency (S-3): Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Full Professional Proficiency (S-4): Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

Native or Bilingual Proficiency (S-5): Speaking proficiency equivalent to that of an educated native speaker.

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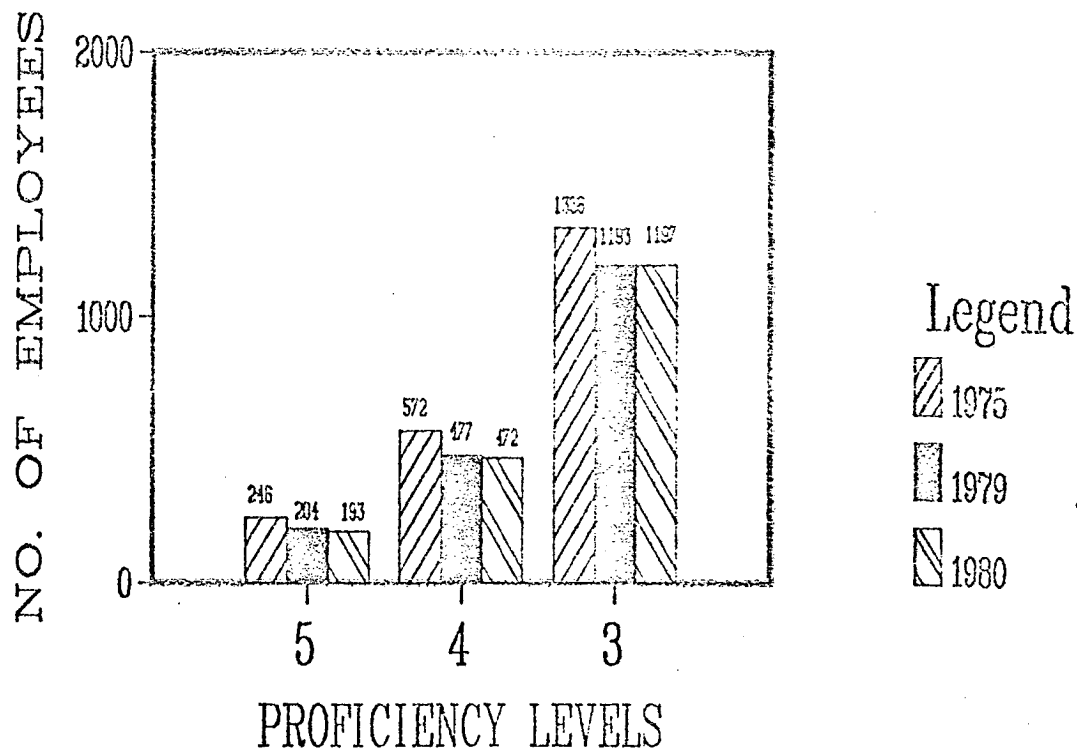
FOREIGN LANGUAGE SKILLS INVENTORY

During fiscal year 1980, the Agency's inventory of foreign language speaking skills at the minimum professional proficiency level (S-3) and higher stabilized at about 1979 levels. This leveling off of available language skills is a welcome change from the preceeding five-year pattern of consistently declining assets, but it does not recoup the losses which have occurred from 1975 to the present. The following chart shows the number of S-3, S-4, and S-5 skills possessed by staff personnel in 1975, 1979, and 1980. A more complete inventory of current Agency foreign language skills is presented in Table 1 on page 4.

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CHART 1

CIA Speaking Skills at S-3 and Better



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Table 1 shows the change in S-3 and better language skills of Agency staff personnel relative to changes in staff strength. While both the rate of change in staff strength and in S-3 and better language skills changed only slightly from FY 1979, it is interesting to note that the move was in opposite directions, with staff strength increasing by .3% and the number of staff personnel with S-3 and better skills decreasing by .6%.

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TABLE 1
Professional-level Speaking Skills
Versus Agency Staff Personnel Strength
(1974-1980)

<u>Year</u>	<u>S-3 and Better Skills</u>	<u>% Change</u>	<u>Staff Strength</u>	<u>% Change</u>
1974	2,221	(-1.8)	14,350	(-4.2)
1975	2,154	(-3.0)	13,911	(-3.1)
1976	2,070	(-3.9)	14,126	(+1.5)
1977	2,025	(-2.2)	13,986	(-1.0)
1978	1,955	(-3.5)	13,758	(-1.6)
1979	1,874	(-4.1)	13,520	(-1.7)
1980	1,862	(-0.6)	13,561	(+0.3)

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The following tables illustrate speaking capabilities of Agency staff employees at the Minimum Professional Level (S-3) and above in both the principal languages which represent 80% of speaking capability at these levels and in the less commonly used languages where Agency staff employees also have professional-level speaking capability. The data for FY 1980 is contrasted with that for fiscal years 1979 and 1975, and the rate of change occurring during the last five years has been calculated. Overall staff speaking capabilities in the ten principal languages declined by approximately 16% from that available in FY 1975. Among the principal languages, only Chinese (up 24.7%) and Arabic (up 6.4%) showed increases. The loss during the five-year period was especially significant in French (-20.0%), Spanish (-18.8%), German (-31.5%), and Greek (-30.8%). Russian, Italian, Portuguese, and Japanese professional-level speaking capabilities also declined in FY 1980 from that of FY 1975.

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TABLE 2

Speaking Capabilities at Professional
Levels in the Principal Languages

<u>Language</u>	<u>1975</u>	<u>1979</u>	<u>1980</u>	<u>Change in Speaking Skills 1975-1980</u>
French	476	408	381	- 95
Spanish	409	376	332	- 77
German	324	260	222	-102
Russian	160	175	156	- 4
Chinese	93	89	116	+ 23
Italian	97	86	86	- 11
Portuguese	84	78	79	- 5
Japanese	50	53	48	- 2
Arabic	47	51	50	+ 3
Greek	39	32	27	- 12
TOTAL	1,779	1,608	1,497	-282

(-15.9%) ☐

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Agency professional-level speaking capability in the lesser-used languages decreased by approximately 3% compared to FY 1975. Losses in Norwegian, Swedish, Persian, and Polish were somewhat offset by gains in Hungarian, Serbo-Croatian, and Vietnamese. Comparing FY 1975 with FY 1980, the Agency lost all professional-level speaking capability in Latvian and Luba but gained professional competence in Amharic (1), Icelandic (1), Tagalog (1), and Urdu (1). ☐

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TABLE 3

Speaking Capabilities at the Minimum
Professional Level or Better in the "Smaller" Languages

<u>Language</u>	<u>1975</u>	<u>1979</u>	<u>1980</u>	<u>Change in Speaking Skills 1975-1980</u>
Albanian	3	2	2	- 1
Amharic	0	3	1	+ 1
Armenian	1	4	3	+ 2
Bulgarian	4	9	7	+ 3
Burmese	4	5	4	0
Cambodian	2	4	4	+ 2
Czech	16	19	18	+ 2
Danish	12	8	8	- 4
Dutch	8	6	6	- 2
Finnish	16	14	16	0
Haitian-Creole	4	4	4	0
Hebrew	2	3	2	0
Hindi	2	1	1	- 1
Hungarian	14	23	25	+11
Icelandic	0	1	1	+ 1
Indonesian	24	18	19	- 5
Korean	9	11	7	- 2
Lao	15	13	13	- 2
Latvian	2	0	0	- 2
Lithuanian	1	1	1	0
Luba	1	0	0	- 1
Nepali	2	1	1	- 1
Norwegian	20	14	13	- 7
Pushtu	1	1	1	0
Persian	27	20	17	-10
Polish	36	34	28	- 8
Rumanian	9	9	9	0
Serbo-Croatian	23	22	31	+ 8
Slovak	2	1	1	- 1
Slovenian	1	1	1	0
Swahili	3	4	5	+ 2
Swedish	20	13	11	- 9
Tagalog	0	1	1	+ 1
Thai	23	30	26	+ 3
Turkish	24	23	22	- 2
Ukrainian	10	12	13	+ 3
Urdu	0	1	1	+ 1
Vietnamese	32	48	41	+ 9
Yiddish	<u>2</u>	<u>1</u>	<u>1</u>	<u>- 1</u>
TOTAL	375	385	365	-10

(- 2.6%)



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TABLE 4

Speaking Skills S-3 And Above By Language And Level
As of 30 September 1980

<u>Language</u>	<u>3</u>	<u>3+</u>	<u>4</u>	<u>4+</u>	<u>5</u>	<u>Total</u>
Albanian	1	0	1	0	0	2
Amharic	1	0	0	0	0	1
Arabic, Eastern	24	0	12	0	2	38
Arabic, Egyptian	1	0	3	0	0	4
Arabic, Iraqi	3	0	0	0	0	3
Arabic, Lebanese	3	0	0	0	1	4
Arabic, Syrian	1	0	0	0	0	1
Armenian, Western	0	1	2	0	0	3
Bulgarian	4	1	1	0	1	7
Burmese	4	0	0	0	0	4
Cambodian (Khmer)	4	0	0	0	0	4
Chinese, Cantonese	1	0	8	0	6	15
Chinese, Mandarin	50	6	19	1	25	101
Czech	9	0	3	0	6	18
Danish	5	0	2	0	1	8
Dutch	5	0	0	0	1	6
Finnish	13	1	2	0	0	16
French	231	17	95	8	21	372
French, Canadian	3	0	5	0	1	9
German	114	15	51	10	32	222
Greek, Modern	15	2	8	0	2	27
Haitian Creole	3	0	1	0	0	4
Hebrew	2	0	0	0	0	2
Hindustani (Hindi)	1	0	0	0	0	1
Hindustani (Urdu)	1	0	0	0	0	1
Hungarian	12	1	5	1	6	25
Icelandic	0	1	0	0	0	1
Indonesian	17	0	2	0	0	19
Italian	52	3	23	2	6	86
Japanese	29	2	11	2	4	48
Korean	4	0	2	1	0	7

TABLE 4 (continued)

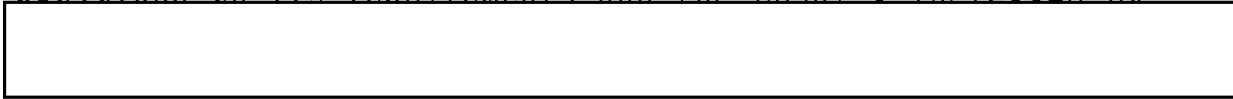
Speaking Skills S-3 And Above By Language And Level
As of 30 September 1980


Language	3	3+	4	4+	5	Total
Lao	11	0	2	0	0	13
Lithuanian	1	0	0	0	0	1
Nepali	1	0	0	0	0	1
Norwegian (Bokmal)	6	0	7	0	0	13
Pashto (Pushtu)	1	0	0	0	0	1
Persian, Modern	14	1	2	0	0	17
Polish	19	1	5	1	2	28
Portuguese, Brazilian	42	4	19	0	1	66
Portuguese, European	6	0	3	0	4	13
Rumanian	7	0	1	0	1	9
Russian	92	8	38	7	11	156
Serbo-Croatian (Croatian)	7	1	3	0	0	11
Serbo-Croatian (Serbian)	9	3	5	0	3	20
Siamese (Thai)	24	0	2	0	0	26
Slovak	1	0	0	0	0	1
Slovenian	0	0	1	0	0	1
Spanish, Castilian	1	0	0	0	0	1
Spanish, New World	180	23	65	12	51	331
Swahili	4	1	0	0	0	5
Swedish	6	1	4	0	0	11
Tagalog	1	0	0	0	0	1
Turkish	18	1	2	0	1	22
Ukrainian	5	3	3	0	2	13
Vietnamese	29	2	6	3	1	41
Yiddish	0	0	0	0	1	1
TOTAL	1,098	99	424	48	193	1,862

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UNIT LANGUAGE REQUIREMENTS AND STAFFING*

During the past fiscal year, ULR positions in the Agency as a whole increased by 7%, from 2,159 in FY 1979 to 2,314 in FY 1980. While the DDO had the greatest increase in absolute numbers (+78) the largest percentage increase, 26% or 17 requirements came from the DDA. NFAC added 35 positions to its requirements and the DDS&T's increased by



*The Agency system for identifying language needs and assessing language capability involves the establishment of Unit Language Requirements. A ULR refers to a statement by a component as to what positions require knowledge of a foreign language, what skills are needed (reading, speaking, understanding), and at what level of proficiency is necessary. Using organizational elements, e.g., an overseas station or a Headquarters Branch, as the "Language Unit," the ULR system permits matching of ULR requirements against the skills (reading, speaking, and understanding, or a combination of these) held by any individual in the unit in a specified occupational category. It is important to note that matching is done according to the specific proficiency levels stipulated by the component. This means that, if the requirement for a given language is "3" in reading and speaking, unless the individual possesses at least that level in both skills, the requirements are reported to be partially satisfied if the incumbent possesses a lesser degree of skill in the language required. 

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CHART 2

DISTRIBUTION OF ULRs BY DIRECTORATE FY79 VS FY80

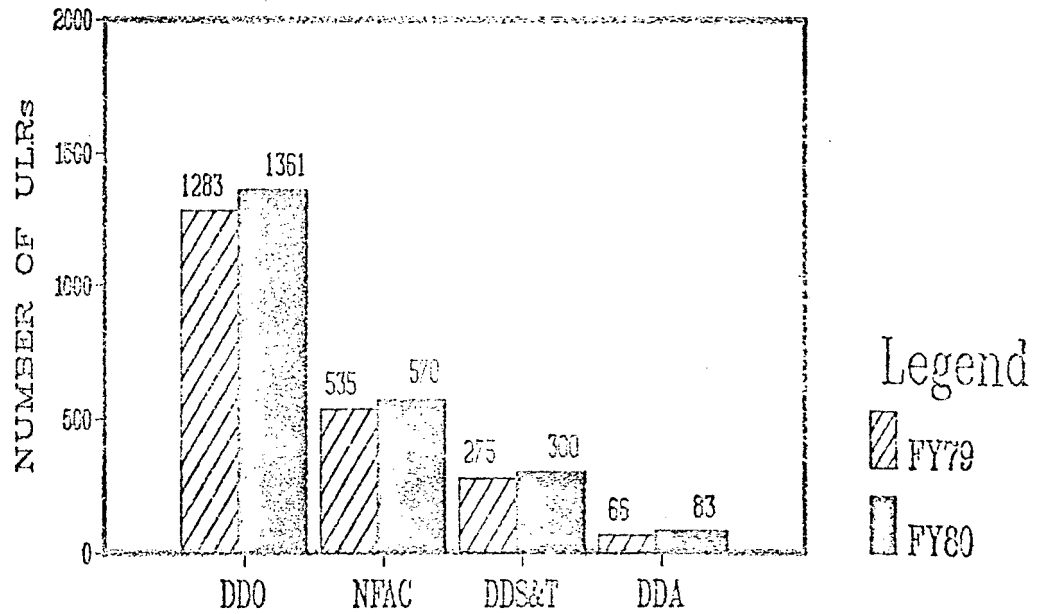


TABLE 5

Unit Language Requirements
As of 1 October 1980

<u>Office</u>	<u>Number of Requirements</u>	<u>Current Awards</u>	<u>NFAC Suspended Awards</u>	<u>FY 80 Cost</u>
<u>DDA</u>				
OS	13	3		\$ 3,975
OTE	70	49		62,275
	<u>83</u>	<u>52</u>		\$ 66,250
<u>NFAC</u>				
OPA	226		56	\$ 18,075
RES	2		0	0
OSWR	3		1	325
OCR	77		20	6,250
OER	154		38	12,187
OSR	25		11	3,675
OGSR	54		10	3,025
OIA	1		0	0
NFAC OS REPS	28	7	0	4,575
	<u>570</u>	<u>7</u>	<u>136</u>	\$ 48,112
<u>DDS&T</u>				
25X1 	150	127		\$168,087
OSO	102	15		20,325
OTS	48	15		21,850
	<u>300</u>	<u>157</u>		\$210,262
<u>DDO</u>				
LA	241	88		\$128,925
EUR	460	137		183,975
SE	157	68		96,925
25X1 	59	15		21,550
EA	206	56		68,650
AF	115	16		28,650
NE	87	15		23,700
25X1 	21	5		5,975
IAD	15	9		13,825
	<u>1,361</u>	<u>409</u>		\$572,175
TOTAL	2,314	625	136	\$896,799

FULFILLMENT OF ULRs

During FY 1980, the overall Agency rate of fulfillment increased by 9% for fully-filled ULR positions. The percentage of ULRs partially filled decreased by 1% and those not filled decreased by 8% from FY 1979. These changes can be attributed in part to increased interest in language learning resulting from the implementation of the revitalized Language Incentive Program (LIP) as well as to intensified recruitment efforts to locate language-qualified employees. Also during this fiscal year proficiency tests were administered to many of the previously untested employees who were occupying ULR positions.

The number of partially fulfilled requirements has been counted since a significant number of employees with lower levels of the required skills occupy ULR positions. When this category is included, requirements which are fully or partially satisfied amount to 67% of the total number of ULRs. This compares favorably with last year's combined fully and partially filled rate of 59%. The following table presents the overall Agency picture with respect to Unit Language Requirements.

TABLE 6

Fulfillment of ULRs by Directorate--FY 1980

<u>Directorate</u>	<u>No. of ULRs</u>	<u>No. Fully Filled</u>	<u>No. Partially Filled</u>	<u>No. Not Filled</u>
DDA	<div></div>			
NFAC				
DDS&T				
DDO				
TOTAL				

DDO Unit Language Requirements

The number of Unit Language Requirements in the DDO has increased by 78 over the FY 1979 figure. Twenty-one of these requirements are in the [REDACTED] which identified language positions for the first time. The remainder of the requirements were added throughout the year as needs were identified in the components. Some additions resulted from the increased awareness of language use attributable to the Language Incentive Program. [REDACTED]

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The percentage of Unit Language Requirements in the DDO which are fully satisfied jumped from 31.4% in FY 1979 to 43% in FY 1980. This increase is due in part to the increased amount of testing being carried out in the Headquarters area as well as in the field through TDY testers and use of the Recorded Oral Proficiency Examination (ROPE). [REDACTED]

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TABLE 7

Fulfillment of ULRs by Division--DDO
FY 1980

<u>Division</u>	<u>No. of ULRs</u>	<u>No. Fully Filled</u>	<u>No. Partially Filled</u>	<u>No. Not Filled</u>
AF				
EA				
EUR				
FR				
IA				
LA				
NE				
SE				
DCD				
TOTAL				

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NFAC Unit Language Requirements

NFAC Unit Language Requirements were not reviewed or updated during FY 1980 (with the exception of a few minor adjustments made at the beginning of the fiscal year); therefore, ULRs identified during FY 1979 were carried over to support FY 1980 figures. Requirement fulfillment for FY 1980 was calculated on the basis of tested information on the incumbent as of FY 1979. This method of calculation does not provide accurate information on the actual fulfillment rate of present incumbents but allows interesting statistics on testing and increased proficiency of a given group of people in one year's time. Four percent of NFAC's people in ULR positions who had not previously been tested were tested during the year, and the rate of fully fulfilled ULRs increased by five percent. ☐

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Although NFAC elected to suspend payment of Language Use Awards for its Headquarters personnel effective 29 December 1979, the Language Incentive Program has had some impact on the Directorate. Of the 37 requirements that showed some improvement in the incumbent's proficiency, 78% were participants in the Language Achievement Program, or, having no previous record of testing, were tested in order to receive the Language Use Award before the Use Program was suspended. In other cases the incumbents received language training and, therefore, could have been in the Achievement Program, occupied positions for which the requirements were subsequently lowered, or established their proficiency level through recovered past test scores. ☐

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TABLE 8

Fulfillment of ULRs by Office--NFAC FY 1980

<u>Office</u>	<u>No. of ULRs</u>	<u>No. Fully Filled</u>	<u>No. Partially Filled</u>	<u>No. Not Filled</u>
OCR	<input type="checkbox"/>			
OER				
OGSR				
OPA				
OSWR				
OSR				
RES				
AOP/RO				
OIA				
TOTAL				

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DDS&T Unit Language Requirements

The overall status of S&T requirements has not changed much during the past fiscal year. ☐ maintains a high level of language competency. OSO and OTS are experiencing difficulty in testing field personnel due to requirements limited to reading and/or understanding skills which are impossible to test while the individual is in the field. ☐

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TABLE 9

Fulfillment of ULRs by Office--DDS&T
FY 1980

Office	No. of ULRs	No. Fully Filled	No. Partially Filled	No. Not Filled

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DDA Unit Language Requirements

DDA ULRs increased by 17 when OTE decided to designate part-time language instructor positions as requirements. Increased testing of Language School personnel at FSI has provided official records where none were previously available and, therefore, has contributed to a better fulfillment rate for that Office. ☐

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TABLE 10

Fulfillment of ULRs by Office--DDA
FY 1980

<u>Office</u>	<u>No. of ULRs</u>	<u>No. Fully Filled</u>	<u>No. Partially Filled</u>	<u>No. Not Filled</u>
OS	13	4 (31%)	4 (31%)	5 (38%)
OTE	70	61 (87%)	2 (3%)	7 (10%)
TOTAL	83	65 (78%)	6 (7%)	12 (15%)



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Office of Security (OS)

Headquarters Requirements	<u>FY 1979</u>	<u>FY 1980</u>
Number of Units	1	1
Number of Requirements	13	13
Requirements Satisfied:		
Fully	3 (23%)	4 (31%)
Partially	2 (15%)	4 (31%)
Not Filled	8 (62%)	5 (38%)



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The 13 ULRs in the Polygraph Branch of the Office of Security remain unchanged with the exception of a better fulfillment rate. There was a 24% increase in requirements fully or partially satisfied and, because the number of requirements remained the same, a corresponding decrease of those not filled. (U)

Office of Training and Education (OTE)

Headquarters Requirements	<u>FY 1979</u>	<u>FY 1980</u>
Number of Units	2	2
Number of Requirements	53	70
Requirements Satisfied:		
Fully	39 (74%)	61 (87%)
Partially	5 (9%)	2 (3%)
Not Filled	9 (17%)	7 (10%)



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OTE added its part-time instructor positions to their Unit Language Requirements, bringing total Language School requirements for the office to 70. The remaining requirements are in the Covert Instruction Division. The testing of language instructors at FSI contributed to a 13% increase in fully satisfied requirements during the period. ☐

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TRAINING

Internal Training: Full-time enrollments in the OTE Language School decreased during FY 1980, approaching once again the five-year nadir recorded in 1978. Enrollments in part-time training increased, however, by 15% (see Table 11). This may be an indication that while the need for language study is recognized, staffing is not sufficient to free personnel for needed training. The number of FY 1980 enrollments by language and type of training is given in Table 12.

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TABLE 11

Language School Enrollments
from 1 October 1979 to 30 September 1980

<u>Fiscal Year</u>	<u>Number Full-Time</u>	<u>Percent Change Over Previous Year</u>	<u>Number Part-Time</u>	<u>Percent Change Over Previous Year</u>
1975	243	+ 6.6	424	-19.2
1976	270	+10.0	399	- 5.9
TQ	77	-	258	-
1977	218	-19.3	501	+20.4
1978	171	-21.6	520	+ 3.7
1979	214	+25.1	415	-20.6
1980	187	-12.6	475	+15.0

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TABLE 12

Language School Enrollments By Language
FY 1980

<u>Language</u>	<u>Full-Time</u>	<u>Part-Time</u>
Arabic	1	2
Chinese	8	35
Danish	1	1
French	40	107
German	21	44
Greek	2	0
Hungarian	0	3
Indonesian	7	4
Italian	13	22
Japanese	5	4
Korean	1	0
Persian	1	0
Polish	2	2
Portuguese	9	1
Rumanian	0	7
Russian	13	126
Scandinavian	0	13
(Familiarization)		
Serbo-Croatian	0	1
Spanish	51	79
Swedish	0	1
Thai	3	5
Turkish	9	13
Vietnamese	0	5
<hr/>		
TOTAL	187	475

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Attendance and Completion of Language Courses: Another possible sign of limited personnel resources is the time actually spent in language training. In the crucial area of beginning language study, the 151 full-time students who received final training reports had an average attendance of 632 hours or somewhat less than 16 weeks. This figure is only two-thirds of the advertised course length for the shortest beginning course offered at the Language School. Personnel shortages often necessitated the early removal of students, and in many instances, sponsoring components at the outset were unable to schedule students for the full beginning course. The following table gives the advertised course length, average scheduled length of training, and average attendance for students receiving end-of-training reports in the most popular full-time beginning language courses. ☐

TABLE 13

Lengths of Training Time

<u>Language</u>	<u>Number of Students</u>	<u>Advertised Course Length</u>	<u>Average Length of Training Scheduled</u>	<u>Average Length of Training Attended</u>
French	29	24 weeks	17.6 weeks	16.1 weeks
German	19	32 weeks	18.9 weeks	16.5 weeks
Spanish	40	24 weeks	15.6 weeks	13.8 weeks <input type="checkbox"/>

Attendance remained a serious problem with part-time classes, as well. Nearly one-fourth of those who enrolled in part-time classes completed fewer than ten hours of instruction. This is 8% worse than last year. Furthermore, those who completed sufficient training to receive end-of-training reports missed, on the average, one out of every three classes. ☐

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TABLE 14

Number of Students Completing
More Than 10 Hours of Training

<u>Directorate</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Total</u>
DDO	167	148	315
NFAC	5	188	193
DDS&T	16	22	38
DDA	2	5	7
DCI	1	2	3
TOTAL	191	365	556

Skills Gains as a Result of Language Training: During FY 1980, there were 176 gains in speaking ability as a result of all types of language training, both on a full-time and on a part-time basis. Thirty of these gains were from lower levels into the minimum professional level of S-3 or better. There also were 356 gains in reading ability as a result of training, 80 of which were from lower levels into the minimum professional level of R-3 or higher. These results compare well with the 36 speaking gains and 57 reading gains from the lower levels to minimum professional proficiency or better during FY 1979. ☐

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Language Training at Non-CIA Facilities: During FY 1980, 71 individuals received language training in 27 different languages at non-CIA facilities, a 37% increase over the 57 students who took external language classes in FY 1979. Twenty-three of these individuals attended the Foreign Service Institute (FSI). This represents a 35% increase over FY 1979 when only 17 Agency students attended language classes at FSI, but is about the same as the FY 1974-78 average. Nineteen students received their language training at one of eight colleges or universities and the remainder took courses at private language schools, through adult education programs, by tutor or under the auspices of private societies and organizations. ☐

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TESTING

There were 2,546 proficiency tests administered by the OTE Language School during FY 1980, an increase of 28% above the 1,996 given in FY 1979. Of these tests, 530 (22%) were given to prospective career trainees, a figure slightly below the 580 tests given to prospective career trainees tested during FY 1979. Proficiency tests were given in 29 languages. However, almost three-quarters of the testing effort was concentrated on the following four languages: Spanish (633), French (586), German (345), Russian (242). ☐

25X1

With the advent of the Language Incentive Program came an increased requirement for expeditious testing of employees being nominated to the program. In response to these requirements and in the face of reduced travel funds available to send testers overseas, the LS/TE developed the Recorded Oral Proficiency Examination (ROPE) whereby employees located in overseas posts can establish their oral language proficiency through use of a recorded test. ROPE tests have been developed in 16 different languages, and during FY 1980, 394 cassettes were sent to the field. ☐

25X1

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TABLE 15

Rope Test Statistics
1 October 1979 - 30 September 1980

<u>Language</u>	<u>Total Test Cassettes Made</u>	<u>Total Sent</u>	<u>Completed Test Returned</u>	<u>Returned Unused</u>	<u>Test Taken In LS</u>
Arabic (Eastern) BG21	25	18	13	5	--
Chinese (Mandarin) BD93	20	38	28	10	--
French BK50	26	38	29	9	1
German BF70	51	71	39	32	--
Indonesian BL54	31	16	6	10	--
Italian BK87	42	35	23	12	--
Japanese BS96	24	1	--	--	--
Korean BT06	15	12	3	9	--
Portuguese (Brazilian) BL31	14	16	12	4	--
Russian (A) BQ54	28	30	14	16	--
Russian (B) BQ54	27	--	--	--	--
Spanish (New World) BL18	55	88	60	28	--
Spanish (Castilian) BL20	11	1	1	--	--
Thai BR21	20	11	8	3	--
Greek (Modern) BG06	28	17	8	9	--
Chinese (Cantonese) BE12	15	2	1	1	--
Swedish BF45	20	--	--	--	--
TOTALS	452	394	245	148	1

25X1 TOTAL--Languages

16 ☐

SECRET

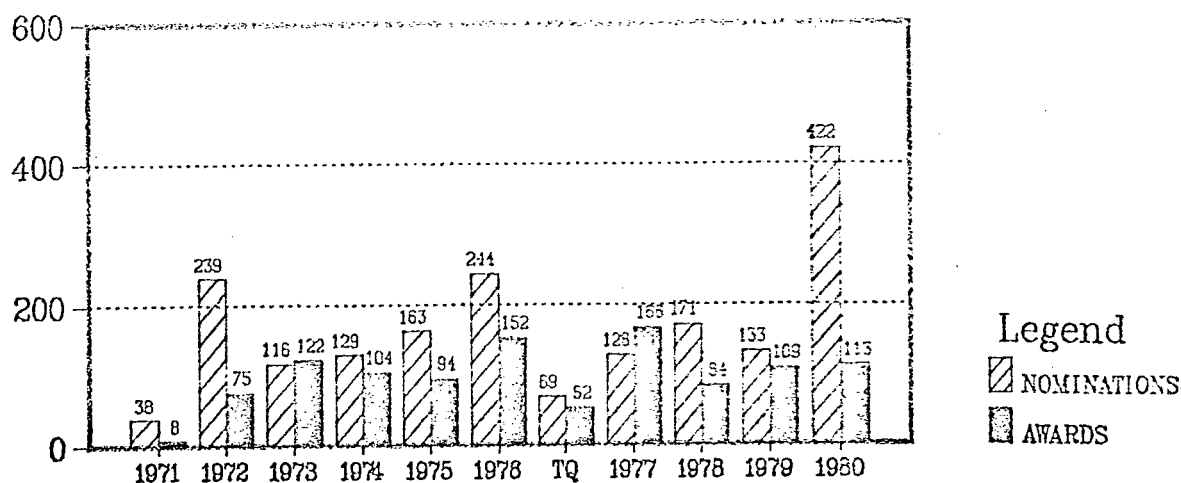
LANGUAGE INCENTIVE PROGRAM

In October 1979, the Agency instituted a new Language Incentive Program in an effort to increase the foreign language capabilities of Agency employees. The program contains a Language Use Award whereby employees occupying positions which have been designated as requiring knowledge of a foreign language can earn \$50 a bi-weekly pay period if their language proficiency equals or exceeds the requirement and is at least of minimum professional proficiency. Other features of the Language Incentive Program include a Language Achievement Award which is paid to participants for increasing their skills in incentive languages and a Maintenance Award for those who maintain their skills in designated languages.

The total cost of the first year of the LIP was \$1,041,499 which consisted of 927 Use Awards totalling \$896,799, 113 Achievement Awards totalling \$105,250, and 72 Maintenance Awards totalling \$39,450.

CHART 3

NUMBER OF LPCA/ACHIEVEMENT AWARD NOMINATION & AWARDS



Language Use Award Program

Since 1 October 1979 when the Language Incentive Program went into effect, there have been 927 awards paid to Agency employees for fulfilling Unit Language Requirements at a total cost of \$896,799. Of the 927 awards, 625 are currently being paid. 136 of the original 927 are NFAC awards which were terminated as of 29 December 1979. ☐

25X1

As of 1 October 1980, there were 2,314 Unit Language Requirements identified by Agency components. Of these, only 1,772 are eligible for cash awards largely due to NFAC's suspension of the Language Use Award Program for their Headquarters personnel (NFAC has kept its 28 overseas ULRs in the Program.). Of the 1,772 ULRs eligible for cash awards, 35% (625) are currently being paid. ☐

25X1

Due to the problems associated with testing field personnel, cash awards can be paid on a retroactive basis if the individuals meet the requirement established for their position when they become available for testing. Particularly in OSO where no tests are available for field testing the skills required for SIGINT positions, it is possible that a majority of OSO's FY 1980 awards will be paid in FY 1981 and beyond. The records show that many field personnel have not been tested; it is impossible to determine at this time if this is due to lack of testing or if there is no skill to test. ☐

25X1

Language Achievement Program

On 1 October 1979 the former Language Proficiency Cash Award Program (LPCA) established in 1971 became a part of the Language Incentive Program known as the Language Achievement Program. Persons enrolled in the LPCA were carried over to the Language Achievement Program with the only affecting difference the amount of the cash award paid upon actual achievement. ☐

25X1

As can be seen from Chart 3, the activation of the new Language Achievement Program had a tremendous impact on nominations to the program. There were 422 in FY 1980, compared to 133 in FY 1979, an increase of more than 200%. The yearly average of nominations to the program prior to FY 1980 was 144. ☐

25X1

Thirty-six percent (152) of the FY 1980 nominations were for achievement in French, German, Italian, Portuguese, or Spanish by employees in the DDO which in FY 1980 designated these languages as incentive languages for the first time. Even without the DDO nominations for these world languages, this year's nominations are still 11% above the yearly high of 244. The remaining designations were made in 34 different languages. ☐

Due to the increased award amounts, more money was awarded this year than in any of the previous years of the Program. However, the number of awards was only slightly above the FY 1979 total (113 awards in FY 1980, 109 awards in FY 1979). The high year for awards paid was FY 1976 with 152. An average of 107 awards are paid per year. ☐

Achievement Program designations were made in 33 different languages:

Group I	13
Group II	15
Group III	5
	<hr/> 33

Languages designated for the first time this year were Azerbaijani, Catalan, Estonian, and Tajik (or Tadzhik). ☐

Achievement Awards were paid in 26 different languages:

Group I	8
Group II	14
Group III	4
	<hr/> 26

Achievement awards were paid for the first time during FY 1980 in Dhari, Tajik (or Tadzhik) and Uzbek. ☐

TABLE 16

Language Achievement Program

	<u>Designated FY 1980</u>	<u>Awards Paid FY 1980</u>	<u>Amount Paid</u>
<u>DDA</u>			
OC	2	0	\$ 0
O/DDA	2	0	0
	<u>4</u>	<u>0</u>	<u>\$ 0</u>
<u>NFAC</u>			
NIC	0	1	\$ 550
OER	30	14	10,750
OSR	12	4	3,550
OCR	37	10	6,350
OSWR	3	1	800
OIA	2	0	0
OGSR	6	2	900
OPA	3	3	2,550
	<u>93</u>	<u>35</u>	<u>\$ 25,450</u>
<u>DDS&T</u>			
OTS	3	0	\$ 0
OSO	2	6	4,450
<div style="border: 1px solid black; width: 80px; height: 15px;"></div>	11	10	8,500
	<u>16</u>	<u>16</u>	<u>\$ 12,950</u>
<u>DDO</u>			
LA	27	1	\$ 550
EA	20	19	21,200
AF	51	4	1,850
EUR	138	11	11,900
SE	55	20	23,400
NE	16	7	7,950
CI	2	0	0
	<u>309</u>	<u>62</u>	<u>\$ 66,850</u>
CIA TOTAL	422	113	\$105,250 <div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block; vertical-align: middle;"></div>

TABLE 17
Incentive Languages

<u>Level</u>	<u>Language</u>	<u>Designation</u>	<u>Award</u>
1	Afrikaans	1	0
2	Amharic	0	1
3	Arabic	9	8
2	Azerbaijani	2	0
2	Bulgarian	0	3
1	Catalan	2	0
3	Chinese (Cantonese)	1	0
3	Chinese (Mandarin)	17	12
2	Czech	3	1
2	Dhari	3	2
2	Estonian	1	0
1	Danish	2	0
1	Dutch	2	3
2	Finnish	1	1
1	French	81	6
1	German	29	10
2	Greek	3	1
2	Hungarian	3	0
1	Indonesian	8	2
1	Italian	19	5
3	Korean	1	1
3	Japanese	3	9
2	Persian	0	2
2	Polish	8	3
1	Portuguese	13	4
1	Romanian	3	0
2	Russian	54	26
2	Serbo-Croatian	2	3
1	Spanish	56	3
1	Swahili	1	1
1	Swedish	2	0
2	Tajik	1	1
2	Thai	1	1
2	Turkish	6	3
2	Uzbek	1	1
2	Vietnamese	1	0
		340	113



25X1

Maintenance Award Program

25X1 In October 1980, 72 Maintenance Awards totaling \$39,450 were sent to the sponsoring component for authorization of payment. At that time, there were 173 individuals enrolled in the Program. ☐

25X1 Testing of field personnel is again a problem in the prompt payment of awards. Several of the awards due for payment on 1 October 1980 will be paid on a retroactive basis upon verification of tested proficiency of the required levels. ☐

TABLE 18
Maintenance Program
Awards Paid 1 October 1980

	<u>Designations</u>	<u>Awards</u>	<u>Amount</u>
AF	13	10	\$ 5,800
CMS	1	0	0
CI	1	1	550
EA	5	2	1,100
EPDS	4	3	1,850
EUR	23	9	5,000
LA	8	4	2,300
NE	2	0	0
SE	<u>13</u>	<u>4</u>	<u>2,350</u>
DDO	70	33	\$18,950
OCR	42	15	\$ 7,600
OER	10	2	1,000
OIA	7	5	2,600
OPLA	8	4	2,100
OSR	18	2	1,150
OSWR	<u>2</u>	<u>1</u>	<u>450</u>
NFAC	87	29	\$14,900
OTS	13	10	0
<div style="border: 1px solid black; width: 60px; height: 15px; display: inline-block;"></div>	<u>3</u>	<u>0</u>	<u>5,600</u>
DDS&T	16	10	\$ 5,600
TOTAL	173	72	\$39,450 <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

25X1

25X1

TABLE 19

<u>Maintenance Languages</u>	<u>Numbers in Program</u>
Arabic	6
Chinese	7
Czech	2
Dutch	3
Finnish	1
French	24
German	20
Hungarian	1
Indonesian	1
Italian	7
Japanese	2
Norwegian	2
Persian	1
Polish	6
Portuguese	4
Russian	45
Serbo-Croatian	1
Spanish	51
Swahili	1
Swedish	2
Thai	1
Turkish	2
Vietnamese	2



25X1

Group I 10
Group II 10
Group III 3

23



25X1

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NEW EMPLOYEES WITH FOREIGN LANGUAGE SKILLS

Career Trainees: One hundred eleven career trainees entered on duty with the Agency during FY 1980. 96% of these new employees claimed knowledge of a foreign language and approximately half of these professed a capability in two or more languages. After testing, career trainees accounted for just 16 professional-level speaking capabilities which reflects the disparity between the level of ability applicants think they have and that which constitutes professional proficiency. It is also an indication of the status of foreign language education in the United States, since only four of those testing at professional proficiency had majored in the area of foreign languages. The professional-level speaking capability possessed by the career trainees occurred in the following languages: Spanish - 6; Italian - 3; German - 2; Russian - 2; French - 1; Japanese - 1 and Polish - 1. Six of these skills were at the full professional or native level. The career trainees also brought with them a considerable wealth of limited professional (23) and elementary (42) level skills.

TABLE 20

Professional-level Language Skills of CTs

<u>Fiscal Year</u>	<u>No. of CTs</u>	<u>No. of S-3 and Better Skills</u>	<u>Average No. of S-3 and Better Skills per CT</u>	<u>No. of R-3 and Better Skills</u>	<u>Average No. of R-3 and Better Skills per CT</u>	
1974	<input type="text"/>	33	<input type="text"/>	46	<input type="text"/>	25X1
1975	<input type="text"/>	15	<input type="text"/>	28	<input type="text"/>	25X1
1976	<input type="text"/>	12	<input type="text"/>	20	<input type="text"/>	
1977	<input type="text"/>	16	<input type="text"/>	29	<input type="text"/>	25X1
1978	<input type="text"/>	6	<input type="text"/>	14	<input type="text"/>	
1979	<input type="text"/>	23	<input type="text"/>	44	<input type="text"/>	
1980	<input type="text"/>	16	<input type="text"/>	32	<input type="text"/>	<input type="text"/>

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25X1
25X1
25X1
Language Skills of Other New Employees: Apart from the Career Trainees, [] new staff employees entered on duty in FY 1980, of whom [] took language proficiency tests. Eighty-five [] of those tested received scores at or better than the minimum professional level in speaking, as compared to 16% during FY 1979. These skills were distributed among 14 languages: Mandarin Chinese (21); Spanish (18); French (14); German (6); Cantonese Chinese (5); Russian (5); Arabic (3); Vietnamese (3); Italian (2); Polish (2); Japanese (2); Hungarian (2); Portuguese (1); and Finnish (1). Of the EOD's tested, 53 (21%) received a score at the limited working proficiency level (S-2). One hundred and twenty-eight or [] new employees who took proficiency tests, received at least a minimum professional level (R-3) in reading as compared to 36% in FY 1979. []

25X1

25X1